



School of Education and Professional Studies
CENTRAL CONNECTICUT STATE UNIVERSITY

Educational Technology Certification Program Specialty Cohort 3- EDT Certification

EDT XXX Instructional Design Cohort 3: Specialty programs and applications

Course Identification

Course Title:

Course Number:

School: Central Connecticut State University

Number of Credits: 3

Certificate name:

Number of Contact Hours: 3

Prerequisites

Demonstrated competency through appropriate assessment by earning a grade of "C" or better in the Production phase of the program.

Instructor

Name:

Office: HB 302

E-mail:

Office Hours

Brief Bio of Faculty:

Michelle Kepple studied elementary education at the University of Central Florida. After her bachelors degree she taught 5th grade before pursuing her masters in Educational Technology at CCSU. Following her masters degree she taught pre-service teachers at CCSU for two years in the Educational Technology department where she redesigned the curriculum to current standards and practices. She is currently working on her PhD in Instructional Technology at UCF.

Course Description and Content

The instructional design principals will be practically applied into three main projects that stress classroom integration. Each project progressively adds more integration techniques, advanced tools and differentiated lesson planning. Students will be expected to analyze a learning scenario and take the best course of action for the students. At the completion of the course there will be a collaborative presentation between all the students completing the program together. Each student will be required to share his or her experiences and work.

Linkage to other Courses

This is the final course in the program and is designed to be adaptive with the technological change. The concepts and theories will remain the same but the instructional tools can be varied due to educational trends and hot topics.

Course Strategies:

This course is an online course, which means it replaces class time with online assignments and activities. Class projects will be used to reinforce concepts taught in the lectures and modules. Individual as well as group projects will be used in the course to demonstrate proficiency of the content. In addition, outside resources will be used such as textbooks and links.

Required Texts and Resources

Working CCSU email address

2 GB Flash Drive

Home computer with Internet access

Course LMS will contain reading articles in multiple formats (hyperlinks and pdf)

CCSU Graduate Lab will be available during specified times as prearranged by the instructor.

Course Policies

Timeliness: All projects and assignments must be turned in on the due dates. Online assignments have time frames that must be adhered to, and in class assignments must be turned in at the beginning of class. Failure to hand in an assignment on the due date will result in a 10% drop in project grade. For every additional day the assignment is late the grade will drop an additional 5%. No new work or revisions will be accepted after the *final class, the week before finals*.

Attendance: This is a hybrid course which means there are online modules and

resources that are substituted for class time. All class meetings are considered mandatory, including the first week of class and finals week.

Inclement weather: In the event that CCSU closes the school due to snow or inclement weather the instructor will contact you via CCSU email that morning with instructions.

Student Behavior Statement

Students should always conduct themselves in a respectful manner. No conduct will be tolerated that might endanger or threaten anyone in the class. **Disruptive behavior, substance abuse, downgrading or disparaging remarks, and any other behavior that shows a lack of respect for the instructor or other students, will not be tolerated** at the instructor's discretion, a student causing problems may be asked to leave the class for the session.

Student behavior is also judged according to how you use the technology and maintain a professional environment.

Academic Honesty Statement:

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on projects, or other academic works is a violation of CCSU rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

Copyright Statement

Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at CCSU contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.

Disability Statement

CCSU seeks to provide effective services and accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

Course Grading

Grading criteria are as follows:

A	100 - 93
A-	92 - 90
B+	89 - 87
B	86 - 83
B-	82 - 80
C+	79 - 77
C	76 - 73
C-	72 - 70
D+	69 - 67
D	66 - 63
D-	62 - 60
F	59 - 0

Students demonstrating a transformative or highly proficient grasp of the design principles taught in the course will receive an A for the course.

Students who demonstrate a proficient understanding of the design principles will receive a B for the course.

Students who demonstrate a beginning or developing understanding of the principles taught in the class will receive a C for the course.

Students who do not demonstrate any of the above levels of understanding will be asked to retake the course the following year and can continue the certificate program once this is completed.

Projects and Assignments

Projects and assignments for this class will center on the design, production, and evaluation of instructional materials.

Personal Learning Network (PLN)

A PLN is defined as the entire collection of people with whom you engage and exchange information. An online PLN allows you to network with those outside of your day-to-day experiences. Through the creation of an online PLN you will begin to gather and organize data and ideas. Students will use an organizational tools such as Google Bookmarks, Delicious, Pinterest, Scoop.it etc. to create their PLN. Students will be required to monitor their PLNs throughout the course and share their findings with peers via the social network. Each student will need to have a minimum of 50 bookmarks/pages with tags. The resources collected should be categorized into major groups. (LA, Math, Sci, organization, productivity. Etc.) This will be due the last class before the final.

Project 1: Proper tool selection

Groups of three will be planning use of instructional tools through research. Each group member will select a different web 2.0 tool and research how current teachers are utilizing it in classrooms. Each member will evaluate the uses of the tool (Using the Tool Evaluation Form) and make a plan for integration (A full Lesson Plan). The group will share their findings on a centralized online site and give each other recommendations for improvements on the integration. Each student will reflect on the comments and make necessary changes to their lesson plans for final submission. Highlight the changes from the original to the final lesson plan

Project Elements due:

30% Tool Evaluation Form

20% Original Lesson Plan (before group comments)

50% Finalized Lesson Plan

Project 2: Teaching Scenario

4-5 individual students will receive the same teaching scenario. Each person will independently research a tool to help solve the instructional problem they identify in the scenario. (Cite your sources) This tool will be practically applied in a lesson plan with implementation of the tool. Each student will be defending their tool, so be prepared to explain why this tool would be the most effective for the instructional problem. Once each student has completed their individual activity, the student with the same scenario will meet in an online group environment and evaluate which tool (of the five researched) would be the MOST effective.

Project Elements due:

40% Lesson plan targeting instructional problem with tool implemented

20% Short answer explanation of why they chose the tool

40% 1 pg report on tool they selected, what tool was picked by the group and why it was the best for the scenario. Use proper citation from research to defend your answer.

Project 3: Final Project

Plan a lesson that allows students to use three tools that help solve authentic problems. Students should be making a creative product through the lesson. The lesson plan needs to include and meet at least one iste standard for students.

Project Elements due:

65% Lesson Plan

20% Example of finalized student project

15% Create a grading rubric/system

Social Network

Throughout the program you will work with your peers on the certification program's social network. At the end of the course you will be asked to describe your experience with a social network from an educational point of view. A short presentation and 1-2 page paper will be due the last class. Be sure to include your personal experience, current research on social networks, and future use of the instructional tool.

Point breakdown

Web 2.0 Quiz	10 percent
PLN	15 percent
Project 1: Planning- tool use	20 percent
Project 2: RW Teaching Scenario	25 percent
Final Project: Student's authentic problem	30 percent
Participation	10 percent
Social network	15 percent
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Total Possible	100 percent

Course Calendar, Outline, Due Dates

Week One: Read syllabus and setup accounts listed on the LMS. There will be an online tutorial to help you with the process.

Week Two: Introduction to web 2.0 tools. Breakup the various types/categories of tools available and their use. Online module, student self-paced. Each student must receive 80% or above to pass.

Week Three: Online lecture on PLNs. Look at various organizational resources to house information (PLN). Begin semester long project: Digital Resource PLN. Students must create a network of resources that will aid them and their students in the classroom.

Week Four: Proper tool selection for lesson planning. Students are given a lesson plan with an instructional tool already integrated. A detailed explanation on reasoning for this tool will be analyzed. In depth description on how it was implemented. Each student will write an argument (1 page minimum) explaining why this tool was implemented rather than other similar instructional tool.

Week Five: Review Proper tool selection for assignments. Papers returned with comments. Top down analysis of selecting a tool for a specific lesson. Students will begin their first project- Due in 2 weeks.

Week Six: Continue work on projects. Read assigned article. Respond to questions on LMS.

Week Seven: Project 1 Due. Student groups share overview of projects. Class will meet online to review a teaching scenario and go through process of tool selection and integration.

Week Eight: Students are put into groups for next project, groups will be posted online. Each group will have its own website for collaboration. Random teaching scenarios will be given to groups. Each group will be expected to analyze which method would be most effective and why. (Now you're looking at the authentic problem rather than a goal or objective of the lesson)

Week Nine: Analysis from project two, each student must write up a 1500 word synopsis on the tool they selected, what the problem was and why it was or was not the best of the situation. Due at the end of the week, check LMS for online submission time.

Week Ten: ***In lab***, video conference lecture and discussion on using ipads in the classroom and apps for education. Investigation of applications and their possibilities in a classroom. Check LMS for class meeting time.

Week Eleven: Online lecture on using tools to solve authentic problems. Review example student project and overview of the final project. Due in two weeks.

Week Twelve: Work session for final projects.

Week Thirteen: Final Presentation/ Program Completion

The above course schedule and procedures in this course are subject to change in the event of extenuating circumstances as determined by the instructor.

